Warwick East State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

At Warwick East State School we strive to support students to achieve their best in our academic, social, cultural and sporting programs, guiding them to fulfilling experiences, while preparing them for the future.

Every day, everyone is living to learn and learning to live. We are focussed on every child learning to his /her potential every day. By the time they leave us, we want our learners to be happy, confident, self-managed learners and socially responsible citizens. Our values centre around safety, tolerance, respect, inter-relationships, vitality and excellence.

The services of a school Chaplain and a strong community ethos of volunteering support the process within the school of embedding our school values. Our Chaplaincy service supports students, family and staff proactively through whole school, whole class and individual programs, breakfast club and lunch time games and activities while also reacting to the needs of students, staff and families who may have a temporary need of the Chaplain's support.

Warwick East has extensive sporting and instrumental music programs available to our (approximately 250) students in Prep to Year 6. Students enjoy a wide range of inter-school sport, representative sport and cultural activities.

Incorporated in the campus is a Special Education Unit catering for students with significant learning disabilities. Having the SEU on campus contributes extensively to the values of tolerance and inclusion that are noticeable characteristics at Warwick East State School.

At Warwick East State School in 2012 teachers focussed on the introduction of the National Curriculum, extending their use of ICT in the teaching/learning process while increasing their reference to and application of school and external data in decision making about the best learning experiences for individual students. School standardised academic data collection was modified and extended to include a Maths testing regime, and a new reading tool to extend the range of data we have available to inform our teaching and learning decisions.

A new resource centre was added to our facilities in 2012. This has enhanced ICT availability and usage for staff and students alike. In addition it has contributed strongly to our focus on reading improvement and made teacher resourcing and planning simpler and more time effective. The flexibility of the resource centre space allows for a wider range of uses from small group learning to groups of over eighty students.

The renovated Undercover Play Area includes extra walls, lights, sound system, portable stage and an attached storage area. These additions have expanded the ways we can use this great resource to support a much wider variety of activities and in a much wider variety of weather conditions including night activities.

At East we remain focussed on improving reading comprehension through a variety of strategies including LEAD 21 and Question Answer Relationship (QAR) strategies and related skills utilising explicit teaching methods. Teachers are working to improve student writing skills by breaking the writing process down into seven separate components with each component being explicitly taught and practised.

All classrooms have on hand an interactive whiteboard that is internet connected or a ceiling mounted data projector which includes a sound system with mounted speakers and a designated screen. This resource can be connected to teacher laptops with internet access available in all rooms. Teachers have made full use of the Curriculum to Classroom (C2C) resources and planning tools made available by Education Queensland throughout the year.

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Principal's Foreword

Introduction

Warwick East State School Annual report features a brief description of our history, our facilities, our curriculum offerings, our behaviour code and our extra-curriculum offerings. Data is included on enrolment trends, class sizes, disciplinary suspensions, parent and student opinion surveys, parental involvement in the school and the school's environmental footprint. In addition information is included on our staff qualifications, involvement in professional development and attendance rates. The performance of our students on the Nationwide 3/5 Literacy and Numeracy (NAPLAN) tests is highlighted in the Performance of Our Students section.

School Progress towards its goals in 2017
The five central pillars of Warwick East's 2017 School Annual Improvement Plan are set out below.

1. School and student performance

- Continue Embedding LEAD 21 Strategies, skills and pedagogy across P-6 and Seven Steps to Writing Program.
- Review WESS school wide reading program and consistent use across P-6. Emphasise school wide decoding in reading strategies.
- Review School Assessment Planner and Regional benchmarks.
- Review NAPLAN Data items for high and low achievement. Action plans developed for broad school strategies in place with term reviews.
- Review internal Reading and Maths data for class and individual planning and goal setting. School goals/ Regional benchmarks.
- Apply DETE attendance policy. Continue Roll marking on One School.
- Embed the Regional Charter of Expectations in practice and communicate principles to community.

2. Implementation of National Curriculum

- Teachers supported in implementation of C2C through planning sessions. Whole day planning sessions each term.
- Implement P-12 Curriculum Assessment and Reporting Framework.
- Moderation meetings. Internal and Cluster twice per year.

3. Staff Development & Performance

- Principal Development plan negotiated and implemented with ARD.
- Principal to participate fully in regional MAP program.
- Staff Developing Performance Plans completed and reviewed for teachers.
- Develop Admin Team coaching, feedback, mentoring skills.
- Maintain focus on writing through 7 Steps to Improved Writing.
- Embed 16 elements into practice.
- Build staff capacity in behaviour through school review of data and involvement in PBL.

4. Community confidence

- Continue PBL.
- Analyse Annual Opinion surveys. Formulate action plans and reviews.
- Maintain and regularly update the School Website.
- Hold school / community functions, graduation dinner, School dance, sports days, volunteer days, grandparent's day, NAIDOC week etc.
- Conduct parent Information sessions. Term 1 class meetings, class newsletters, LEAD 21, C2C.
- Explicit Teaching, Courtesy calls, Curriculum News and Celebrations.
- Conduct Parent-Teacher interviews, Term 1 and 3.

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- Implement Parent and Community Engagement Framework.
- Chaplain Support Activities including Breakfast Club.

5. Priorities from Strategic Plan

- Improve Literacy standards with emphasis on reading and writing.
- Increase use of internal and external data to guide action plans.

All the above AIP actions were completed in 2017. Improvements are continuing in teacher observation and coaching interactions. Observations, feedback and coaching focussed on the 16 elements of Explicit Teaching. The resourcing directed towards the implementation of the Australian Curriculum in terms of professional development and teacher support during the unit planning phase enhanced the introduction of this new curriculum and prepared the environment for the addition of future curriculum areas.

Future Outlook

Develop an Explicit Improvement Agenda (EIA) that defines the actions and timelines for the implementation of the identified school strategies, initiatives and programs in the teaching of reading. Strengthen the data literacy of teachers to use student achievement data to identify and plan for the next steps for student learning.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	234	103	131	40	90%
2016	242	114	128	48	87%
2017	217	98	119	39	95%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview

Situated in the eastern suburbs of Warwick on the Condamine River, our school provides a coeducational education from P to Year 6 for 232 students from Warwick as well as the surrounding rural area. The school has a long history dating back to 1850. The National School Building, one of the original buildings is the oldest public school building in Queensland still being used and is heritage listed.

Classrooms are a mix of new modular rooms as well as refurbished rooms in older buildings. A Special Education Unit caters for students with disabilities. Other facilities include a science/art room and tuckshop.

Warwick East is situated on picturesque, spacious grounds that include extensive playground equipment under shade, spacious playing fields, practice cricket pitch, multi-purpose court, undercover play area (600square metres) and tennis practice board. Warwick East School has modernised its facilities through the federally funded Building the Education Revolution and National School Pride programs in 2011/2012. These funds have provided a state of the art resource centre, enhanced our undercover play area (HANGAR) so that it can be used for a wider spectrum of activities over a wider spectrum of conditions including night time and wet conditions and renovations in most classrooms to facilitate extended use of ICT resources and laptops and enhanced storage space with new whiteboards/corkboards. In 2013/14 a modern, purpose built Early Education Centre was added to our facilities.

Our school caters for between 230 and 240 students from the Warwick town as well as from the surrounding rural areas with enrolment trend showing a slight increase. A wide range of students attend our school. An itinerant component is evident as well as a large number of families that have had a connection with our school over many generations. Attendance levels for the majority of students are high. In 2017, approximately 3% of our students' parents were employed in senior management/professional roles, 12% in other business or management roles, 22% in trades/clerk/sales or service roles, 40% engaged in machine operation/hospitality staff/labourers positions with a further 23% not in paid work in the last 12 months.

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Approximately 16.3% of our students have indigenous backgrounds and less than 1% speak languages other than English at home.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	**2015**	**2016**	**2017**
Prep – Year 3	23	25	21
Year 4 – Year 6	28	27	22
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Our school bases its curriculum on the Key Learning Area Syllabuses of Education Queensland, from these syllabi, our school provides a curriculum structured around:-

- English – Australian curriculum
- Mathematics - Australian curriculum
- Science - Australian curriculum
- History - Australian curriculum
- Geography - Australian curriculum
- Single KLA units include Technology, SOSE, The Arts and Health/Personal Development
- strands
- Physical Education – Specialist Teacher
- Music – Specialist Teacher
- Languages Other Than English (Years 5, 6 and 7) – Specialist Teacher - The language of
- study is Japanese
- Literacy, Numeracy and ICT skills are embedded throughout all learning areas

Students with Disabilities

Inclusivity and a safe and supportive school environment are ensured for Students with Disabilities at Warwick East State School, through the adoption of our vision statement. All students engage with the Australian Curriculum, with varying levels of support. Support may be in the form of adjustments to curriculum, pedagogy and assessment by the classroom teacher, specialist teacher and/or teacher aide support within the classroom, a modified program across particular learning areas delivered with the Special Education Unit, or a fully supported and modified program in the Special Education Unit.

Student needs are identified through rigorous data collection and meetings with relevant stakeholders, before an Individual Learning Plan is developed by the Learning Support Team, to meet the individual learning needs of the students. Technologies, such as iPads and interactive whiteboards, are used extensively to support and promote student engagement and learning.

As well as the learning areas from the Australian Curriculum students in the Special Ed unit access programs to support their personal and social development through programs such as :-

- Social Group programs
- Self-regulation Programs
- Horse Riding
- Hydrotherapy

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Behaviour Management

Through explicitly teaching the School's expectations to all students in the school in weekly lessons, the teaching staff members aim to teach positive independent behaviour, so that students learn appropriate ways to behave with all people in all situations. Our values and expectations have been developed by staff and the school community and are organised around the 4B's expectations: Be Safe, Be Respectful, Be a Learner and Be Responsible. Throughout 2017 a planning group consisting of staff and parent representatives worked through a process to utilise the principles of the research based Positive Behaviour for Learning strategy as the foundation for school-wide behaviour management.

Co-curricular Activities

School Captains and House Captains
Students are actively supported and encouraged to take on leadership roles in the school. Positions were available for Year 6's as house captains and school captains. Leaders assist with parade, introducing and thanking guests, playtime responsibilities with sports equipment and behaviour supervision and play a major role in school sports carnivals.

Student Council
The Student Council provides students with the opportunity to take an active role in the management of the school. Representatives were selected from each class group consisting of Grades 4, 5, and 6. Student council members are involved in fund raising days, and community events such as "Jumpers and Jazz."

Athletics Carnival
The Inter-house Athletics Carnival was held in early Term 3. An Inter-house Cross Country event was very successfully added to our sports program in 2010.

Swimming Carnival
The Warwick East State School Inter-house Swimming Carnival is held annually.

Swimming Lessons
All students from Warwick East School have the opportunity to participate in swimming instructions, conducted at the Warwick Indoor Recreational and Aquatic Centre. The Warwick East State School P&C fully funded swimming lessons for all children in 2017.

Concerts
The combined Warwick Primary School Instrumental Music Concert is held in November of each year. Music students attend music camps and special days such as TYME in Toowoomba, Showcase and Fanfare.

Excursions
To a variety of destinations throughout the year.

Camps
Year 6 students attend Tallebudgera Camp each year.

Interschool Sport
Students in Year 4-6 engage in a range of interschool sports including Cricket, Softball, T-ball, Netball, Hockey, Rugby League, Football, Cross Country, Ball Games, Swimming, Athletics and Cross Country.

Opportunity exists within all of these sports (and others) for district, regional and state representation.

Sporting Schools Program
Students in Years four to six were able to access sporting opportunities through the federally funded Sporting Schools program that operates with trained coaches two afternoons per week.

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School Choir
Taught by a specialist teacher with weekly practice and performs at a variety of functions each year. Instrumental Music Program includes strings, and concert bands taught by 2 specialist teachers. Combined band practice is weekly before school then students have individual or small group lessons during the day with their specialist instrumental music teachers. Students attend music camps each year. Bands perform at school on special occasions and a number of venues and events throughout the year.

Warwick Show
Students enter art work, projects, etc in show competitions

Enrichment Program
Incorporated through inclusion in general planning and overseen by teachers with an interest in Gifted and Talented Education and the Special Needs Action Committee. Special programs are run annually in accordance with available resources. Regional extension camps are made available to students. Students participate in UNSW testing programs and competitions including the Warwick High School.

Eco Program
A popular and engaging daily lunchtime program operates at East to include interested students in environmental activities such as worm farming, chicken raising, gathering food scraps for composting, growing a variety of plants and flowers and other activities.

How Information and Communication Technologies are used to Assist Learning

Classroom teachers have been responsible for delivering ICT lessons during 2017 with the focus on ICTs as being integral to student learning throughout all KLA's. The computer lab / library timetable has been arranged so that a whole class can go to the area at one time. Computers in classrooms are also used every day. Teachers have planned ICTs following the needs of the C2C units of work and the ICT Student Expectations for the various year levels. Professional Development for all staff has been provided on a needs basis so they may enhance their skills in a particular area.

Other technologies including IWBs/data projectors, iPads, cameras, flip cameras are well stocked and used to enhance learning experiences. Teaching staff who use the interactive whiteboards have continued to develop their skills with experimentation and peer tutoring. Software titles continue to be added to the school network with a suite of easier word processing and publishing titles for the younger year levels being a major purchase. 2017 has seen a major shift in the confidence and expertise of teaching staff using ICTs as data projectors and other infrastructure were purchased, allowing optimum teacher laptop use in classrooms in the teaching context.

Social Climate

Overview
The social climate of our school is especially important to us. At Warwick East we believe in a commitment to quality learning outcomes and relationships. We strive to support students to achieve their best in our academic, social, cultural and sporting programs, guiding them to fulfilling experiences, while preparing them for the future. This is reflected in our school motto and school values.

At Warwick East State School we believe that children **learn to live and live to learn** through being at school every day, always trying their best, being **safe**, **respectful** and **responsible.** We believe this happens when the whole community strives to exhibit effective and positive relationships between teachers, teacher aides, auxiliary staff, students, parents, volunteers and community members, based on our school's values.

In 2017, Warwick East enjoyed the services of a school chaplain two days per week who partnered with our school, community support organisations and local churches to support children and families. The Chaplain organised Breakfast club, was proactive in class and individual support programs as well as provided appropriate reactive support.

Volunteers provide many lunch support programs with individual students and groups. Throughout 2017 volunteers were encouraged to support students in reading.

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Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2015**	**2016**	**2017**
their child is getting a good education at school (S2016)	87%	80%	91%
this is a good school (S2035)	94%	87%	96%
their child likes being at this school* (S2001)	94%	93%	96%
their child feels safe at this school* (S2002)	93%	100%	96%
their child's learning needs are being met at this school* (S2003)	94%	87%	87%
their child is making good progress at this school* (S2004)	88%	80%	87%
teachers at this school expect their child to do his or her best* (S2005)	87%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	87%	87%
teachers at this school motivate their child to learn* (S2007)	88%	93%	91%
teachers at this school treat students fairly* (S2008)	88%	80%	91%
they can talk to their child's teachers about their concerns* (S2009)	81%	87%	96%
this school works with them to support their child's learning* (S2010)	94%	93%	96%
this school takes parents' opinions seriously* (S2011)	81%	87%	95%
student behaviour is well managed at this school* (S2012)	88%	100%	87%
this school looks for ways to improve* (S2013)	100%	93%	96%
this school is well maintained* (S2014)	100%	93%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	92%	85%	96%
they like being at their school* (S2036)	87%	88%	93%
they feel safe at their school* (S2037)	83%	100%	92%
their teachers motivate them to learn* (S2038)	93%	90%	96%
their teachers expect them to do their best* (S2039)	99%	96%	99%
their teachers provide them with useful feedback about their school work* (S2040)	92%	87%	92%
teachers treat students fairly at their school* (S2041)	89%	75%	88%
they can talk to their teachers about their concerns* (S2042)	82%	81%	86%
their school takes students' opinions seriously* (S2043)	86%	85%	95%
student behaviour is well managed at their school* (S2044)	87%	68%	80%
their school looks for ways to improve* (S2045)	89%	87%	95%
their school is well maintained* (S2046)	88%	90%	95%
their school gives them opportunities to do interesting things* (S2047)	93%	88%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they enjoy working at their school (S2069)	95%	83%	91%
they feel that their school is a safe place in which to work (S2070)	89%	79%	86%
they receive useful feedback about their work at their school (S2071)	89%	88%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	93%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	96%	95%
student behaviour is well managed at their school (S2074)	79%	67%	68%
staff are well supported at their school (S2075)	89%	71%	73%
their school takes staff opinions seriously (S2076)	95%	63%	85%
their school looks for ways to improve (S2077)	94%	79%	91%
their school is well maintained (S2078)	89%	88%	95%
their school gives them opportunities to do interesting things (S2079)	74%	83%	86%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement

We encourage parents to become heavily involved in their child's education through the principles of the Parent and Community Engagement Framework. At the start of the year Parent Information sessions are organised by all class teachers where the class programs are outlined and parent questions answered. Parents are encouraged to participate in school and class activities. Formal Parent/Teacher interviews are held in terms one and three. Parents are closely involved in completing their student's individual curriculum plans.

Community participation is also welcomed as our school endeavours to provide a curriculum which is engaging and relevant. Our community actively participates in the school through attendance at monthly Parents and Citizens meetings, PBL monthly meetings, tuckshop, fund-raising and classroom / co-curricular activities such as excursions and camps. Riding for the disabled involves close cooperation with staff, parents and community organisations. Our school actively participates in community events e.g. ANZAC Day, Jumpers and Jazz in July, Warwick Show and Rodeo. A parent information session is held during Education Week and enrolment days and sessions have been conducted annually to discuss Embedding Indigenous perspectives in the curriculum.

Weekly newsletters, school webpage, scheduled student-teacher interviews and regular contact enable enhanced communication between school and home.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

Programs at Warwick East include HPE, Chaplaincy, and Positive Behavior for Learning.

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School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	15	28	27
Long Suspensions – 11 to 20 days	0	1	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns.

A bank of 24 solar panels attached to block A and the installation of energy efficient light tubes throughout the school contributed to the reduction of our environmental footprint. Warwick East School recycles paper and aluminium cans and has had a number of water tanks installed to reduce our town water usage. Extra tanks added through the BER project in 2011/2012 contributed to reduced dependence on town supplied water. Information made available through the local council on recycling is provided to students in the upper grades.

A school garden was commenced in 2011 to teach students more about recycling and sustainability in 2013 and beyond. Parents contributed funds to the garden which now includes a chicken coop with a small number of chickens and a variety of gardens. This program has gained strong momentum with students of all ages engaged each lunch time in a range of environmental activities including worm farming and composting. A successful grant submission to water the school oval with recycled water was submitted in 2012 and work was completed on this project in 2013.

A staff member is designated to oversee school sustainability.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2014-2015	112,431	
2015-2016	50,423	
2016-2017	71,171	1,144

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

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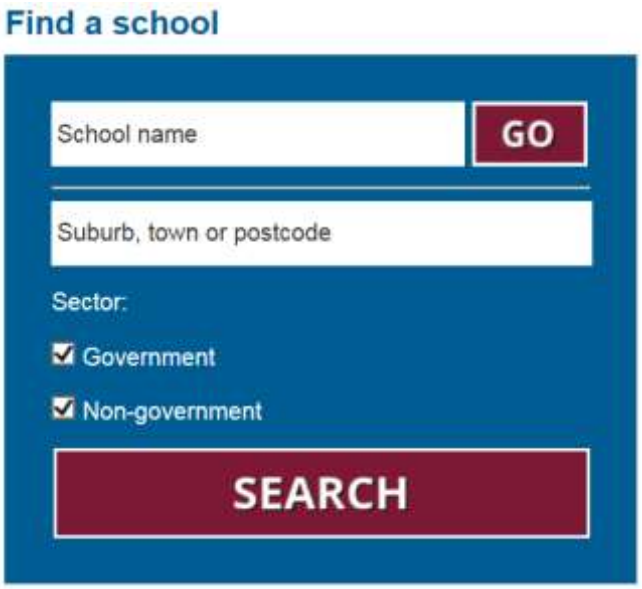

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	19	17	0
Full-time Equivalents	17	11	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	11
Diploma	7
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $27,029.50.

The major professional development initiatives are as follows:-

Professional development consists of in school and out of school sessions. PD is designed to meet personal, school and systemic goals through personal development plans, school AIP and EQ priorities.

In 2017 the main PD priorities were around introducing the Australian Curriculum, PBL and meeting the planning and ICT requirements of the C2C suite of resources.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2015**	**2016**	**2017**
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes
Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	91%	90%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	86%	89%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

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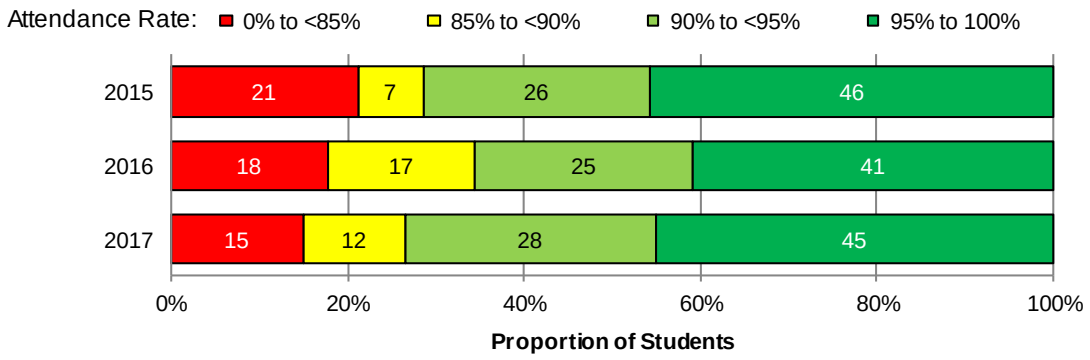
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	88%	92%	92%	93%	91%	92%	88%						
2016	89%	91%	89%	90%	90%	91%	91%						
2017	93%	94%	89%	91%	93%	90%	92%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked at the beginning of the school day and directly after Afternoon Tea on One School through the teachers' laptop. Late students report to the office for a late slip. Teachers alert office and then ring home if a student has three days absence. Office conducts a weekly absenteeism check through One School, alerts principal and then office checks by phoning parents. Written notifications are sent home for continued absences reminding caregivers of DET policy on attendance and seeking interviews to discuss the absences and issues around attendance. Encouraging attendance is done through the weekly newsletter, report card notification, and recognising high attenders through weekly parade and newsletter.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

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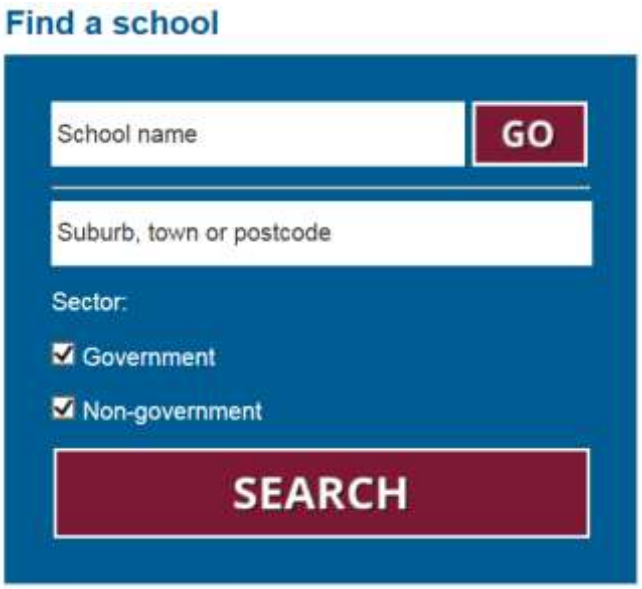

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.